



Reform Redesign Report

Gompers Elementary-Middle School

Detroit City School District

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DETROIT, MI 48223-3320

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The new Gompers Elementary Middle School opened in the Brightmoor neighborhood in 2011 on the site of the former Harding Elementary School on the city's west side. The 111,882-square-foot school consolidated and replaced three older buildings: Harding, Vetal and Gompers Elementary schools. The two-story facility combines preschool students through grade 8 under one roof. A gymnasium, central administration suite, and multi-purpose room separate the PreK-5 and middle school wings. Brightmoor is an economically disadvantaged community in Detroit with many abandoned homes that are waiting to be demolished. Gompers is a beacon amid urban blight. Despite its location, students come here from all over Detroit and its suburbs because of the excellent reputation it has earned over many years. Prior to the merger in 2011, Gompers had been a high performing school that always met AYP with an enrollment of 298 students. However, our enrollment surged to 966 students in 2011. The merger and the great influx of students left us with many challenges that included over-sized classrooms, an inadequate number of staff, and a revolving door of substitute teachers. Gompers reputation was further compromised by the merger of two schools that were chronically low achieving schools and who never made AYP. There was little preparation time to acclimate and indoctrinate the new students and new teachers into the Gompers standards before MEAP testing. As a result, MEAP scores plummeted. We are now into our 3rd year as the new Gompers Elementary Middle school with 875 students for the 2013-2014 school year. 99% of our students are African American, and 1% Hispanic. Our gender distribution is about 55% male and 45% female. 100% of our students participate in the free or reduced lunch program. We house 135 Special Education students that include Specific Learning Disabilities, Emotional Impairment, Early Childhood Delayed Development, and Pre-school Autistic students. 50% of the staff had been replaced in 2012 and we feel confident that the change is for the benefit of the students. All of our current staff is highly qualified. Our collaboration with many community partners, our parents and our strong leadership has helped us to reestablish the qualities that made Gompers a successful school. The three schools have now melded in one Gompers Elementary Middle School where teaching and learning are our main focus and where expectations are high.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Purpose: By putting children first, Gompers Elementary Middle School has created a safe haven where every child is given the opportunity to explore and develop his or her maximum potential.

Vision Statement

Samuel Gompers Elementary School's vision is to maintain a learning environment that fosters a sense of community, fairness and nurturing. This environment consistently promotes active learning, values diverse perspectives, and exposes students to a variety of challenges. It prepares them to be responsible for their own actions, while helping them develop a sense of responsibility and belonging in a global world.

Mission

Samuel Gompers Elementary School serves the city of Detroit. Home-School-Community collaboration ensures that our students have the skills to become contributing members of a global society. Our school will successfully educate all students in a clean, safe, and healthy environment. We will meet the needs of the whole child through the six developmental pathways: cognitive-intellectual, physical, social-interactive, speech and language, moral, and psycho-emotional.

Beliefs Statement

We believe that every student can learn and experience success to the maximum of their potential. The needs of the whole child must be met if we are to successfully educate and make them contributing members of a global society. Students learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate. High expectations and challenging objectives will produce responsible, self-motivated students that become successful, self-directed learners. All students have the right to an education in a clean and safe environment. Every individual is treated with fairness and respect. The education of our children is the shared responsibility and the efforts of our staff, parents, community and business partners. We are all accountable to enrich the quality of the educational process, the learning environment, and the honoring of society's common goals. All decisions are made through collaboration, consensus and no-fault finding. Decisions are made in the best interest of children.

Program Offerings and Expectations

Gompers Elementary Middle School staff, parents and community believe that all children can learn. In our collaborative effort we will not compromise our high expectations. Core academics are our main focus, but we also offer music, art, creative writing, and physical education. We have double Math periods for all classes, supplemental Math for those who are struggling and supplemental Reading classes for struggling students. We incorporate technology into our classes. We also incorporate an Individualized Learning Plan for each student into our busy day so that each child will learn at their own instructional level. Middle School students choose from an array of project based learning classes which include a school newspaper, drama club, choir, DAPCEP (future engineers), technology class, chess club which teaches strategic thinking, academic games, Gentlemen and Young Ladies of Promise, future teachers and drill team.

Our Instructional specialists assist teachers and lead professional development. Educational technicians, School Service Assistants and Title I teachers assist those students who need extra help. Our students participate in programs throughout the school year, which include

Martin Luther King Day, an African awareness street fair, a Holiday program and Grandparents Day. They are taught responsibility through programs which include the Safety Patrol, Student Council, Gentlemen of Promise and Young Ladies of Promise. Our extended day includes, 21st century learning which offers digital story-telling, drill team, karate, African dance, and cooking, as well as academic enrichment. We also offer an extended day tutorial program for those students struggling with Math or Reading. In addition, we have an after school violin class for students, basketball, cheerleading, and track. Enrichment classes throughout the day include Battle of the Books, Story Readers, Chess, a Safety Patrol.

The staff at Gompers believes in taking our students out into the real world with a variety of experiences. These are trips that some students may otherwise; never have the opportunity to attend. They include visits to farms, Natural history museums, Science museums, the theater, a river-boat trip, a trip to Lansing to visit the State Capital and Michigan State University, an engineering and math expo, fishing at a trout farm where students also learn about the life cycle of fish, a trip to the Detroit Zoo and Greenfield Village. At other times, we bring the world into Gompers through such programs as Exotic Animals, Generation with Promise and World in Motion. Our students had the opportunity to vote for President in real voting booths. Our students also give back to the community through such programs as Gleaners, raising donations for American Cancer Society and being involved in a service learning project to benefit our American Veterans. Because we educate the whole child, we have a speech teacher, social worker, psychologist, 2 counselors, and resource teachers and are presently looking for a full time nurse to service Gompers. We work closely with our parents and the Local School Community Organization who sponsor fun nights for parents and children, educational opportunities for parents and special in-school programs such as Reading Dads. Gompers is a rich academic and enrichment facility that encompasses the whole child, believes that all children can learn, and always makes decisions that are in the best interest of children.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Gompers Elementary Middle School's notable achievements include transforming a small elementary school into a well-functioning, large elementary middle school. We have maintained AYP status. Our staff and student body is engaged in service learning projects for the community. We have our cancer awareness "Pink" day and raise money for the local Karmanos Cancer Center. On Veterans Day, students visit the Veterans Hospital with gift bags that the school puts together and cards that the students create. Our 7th and 8th graders have distributed food through Gleaners. The 8th graders have won first place in the local academic games competition and are looking forward to the regional competition. We have provided programs where our students have become aware of healthy eating habits, and the importance of exercise. Every February we celebrate African American month with a different theme and conclude the month with a street fair. Our programs incorporate the Comer philosophy in that we teach the whole child: cognitive-intellectual, physical, social-interactive, speech and language, moral and psycho emotional. We provide for our students, two counselors, speech, testing for learning disabilities, vision and hearing screening and an on-site dentist who visits our school yearly. An important part of our curriculum is to incorporate real world experiences for our students through a variety of off-site curriculum based trips. These include a trip to the state capital, a trip to universities, trips to the Detroit Institute of Arts, and the Science Center. Another achievement, due to the hard work of staff, and students, is our school library which has expanded its number of books from a few hundred books to over 5,000 books. Most books are labeled with reading levels so that students can choose a book which falls within their independent reading level. Other books include Social Studies, Science, Biographies and Autobiographies

Our areas for improvement are to improve state standardized assessments and to eventually move most of our students into the proficient and highly proficient levels. Gompers Instructional Model is a unified program for improving academic achievement for all students which is designed to help teachers focus and improve instruction. We are in the process of teaching with fidelity and rigor so that we show improvement each year. The staff is in the process of implementing effective differentiated instruction. Some teachers have demonstrated mastery at this while others are still working toward mastery. We encourage teachers to learn from each other, therefore, we have incorporated content area committee meetings and grade level committee meeting into the teachers' schedules. We are working on rapid turnaround where teachers incorporate instructional learning cycles into the daily routine. It is our philosophy that when the teachers' abilities improve so will the students'. To encourage our student, we are in the process of implementing an incentive program in the form of a school store where students can spend incentive "dollars" that they have earned. Students will be able to earn incentives in a variety of ways: academics, effort, improved social behavior, or improved attendance. An urgent need that we have is to find a school nurse to assist those with Asthma, Diabetes and seizure disorders. We hope to bring this to fruition next year.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Gompers has a parent workroom where meetings and parent workshops are held monthly. This is also where parents can come to use computers or have focus groups. We have a working library where a dedicated staff and volunteers worked countless hours to catalog books. All books are labeled with the reading level so that students are able to check out books at their independent reading level. This part of our Accelerated Reader program. We have 3 Computer labs, three mobile labs, and four portable netbook stations. We use the labs to bring technology into the classrooms, for differentiating instruction and for project based learning. We are a community school and have many community partnerships which include the Mark Malin Foundation, Brightmoor Community Alliance, the Skillman Foundation and GMAC. We have a full time, on-site have a community liaison.

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model includes, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Bobbie Posey-Milner, Principal, bobbie.posey@detroitk12.org

Robert Walker, Assistant Principal, robert.walker02@detroitk12.org

Sylvia Tillman, Instructional Specialist, sylvia.tillman@detroitk12.org

Adrienne Junior, Instructional Specialist, adrienne.junior@detroitk12.org

Sharon Butler, Title I Teacher, School Improvement Chair, sharon.butler02@detroitk12.org

Christian Winston, Title I Teacher, Lead Math Teacher, christian.winston@detroitk12.org

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Our reform plan includes collaboration through the Comer Comprehensive School Reform model (CSR), and differentiated instruction through the implementation of Personal Learning Plans which are developed for each student based on data.

The CSR model was specifically designed for urban children by Dr. James Comer of Yale University. It meets the needs of the whole child through the six developmental pathways: cognitive-intellectual, physical, social-interactive, speech and language, moral, and psycho emotional. Statistics show that schools that implement the Comer CSR show improved achievement after 5 years of implementation. By the 7th year the results were two and half times higher and by the 8th through 14th year results were three and one third times higher than the overall CSR effect. If used effectively, the Comer model displays exponential academic growth. (Statistics cited are from research found in the Comprehensive School Reform and Student Achievement, A Meta-Analysis, by Borman, Hewes, Overman, and Brown. Report #59, Nov. 2002). By implementing the CSR model, we will gradually increase student academic performance to meet the goal that 88% of our students will be proficient in core academic areas by the year 2022. The Comer model allows each voice to be heard because of the process of communication, collaboration and consensus through a no-fault process. Gompers CSR model includes a Leadership Team, the School Improvement Team, a Parent Advisory School Community Association (PASCA), the Resource Coordinating Team (RCT), consisting of school psychologist, speech therapist, social worker, counselors, attendance officer and school nurse, and a Student Council. Imbedded within the Comer model are provisions for Professional Learning Committees which meet regularly by the integration of common meeting times within the school week. Our effective use of CSR will occur through our grade level and committee meetings. Teams will be highly trained in collaboration, data analysis, achievement, and perception data to drive instructional decisions. Staff will be able to identify specific learning needs with targeted interventions aligned with curriculum and district performance benchmarks.

Student academic performance will not change unless we significantly change teacher instructional practices. The Comer model is the framework to implement these rigorous instructional practices. It is also the framework by which relationships are built between students and teachers and between co-workers. Building these relationships are imperative to student achievement. Of the 48 people now on the staff, 21 were new to Gompers for the 2012-2013 school year. That year marked the 2nd year of the Gompers merger with two non-performing schools and the inclusion of a Middle School. Among our 48 staff members, 5 have no knowledge of CSR, 30 have some knowledge of CSR, 10 have had some training and 3 have had significant training in the use of the model. This staff demographic data supports the need for professional development to successfully implement the Comer model. Within three years we plan to have all of our teachers trained. Gompers Elementary School prior to the three school merger was a high performing Comer model school for 13 years.

Another central focus in our reform is differentiated instruction. This is clearly defined in The Gompers Instructional Model. The five components of our model are 1.) Clear Instructional Goals - the students know what is expected of them. 2.) Frequent Formative Assessment - teachers know how their students are doing. 3.) Tracking Progress - using data to make adjustments in instruction. 4.) Timely Intervention - Individual Learning Plans are in place. 5.) Celebration of Success. Differentiated instruction is a process that positively impacts learning when teachers provide instruction to students that have different ranges of instructional levels. Differentiated instruction includes ongoing student evaluation through formative and summative assessment, MEAP data, Mi-Access, English Language Proficiency Assessment (ELPA), Measures of Academic Progress (MAP), Dynamic Indicators of Basic Literacy Skills (DIBELS), Test and Reading Comprehension data (TRC), STAR Reading and STAR Math, Accelerated Reader and Accelerated Math and grade level designed assessments. By analyzing data, teachers are able to measure and monitor student growth. For example, the skills taught should be slightly above the child's instructional level. The STAR Reading and MATH data reports the zone of proximal development (ZPD) which is the range where learning takes place. This is supported through Tomlinson, C.A. (2000) *How to differentiate instruction in mixed-ability classrooms*.

(2nd Ed.) Teachers will be able to meet the needs of students from where they are and develop an individualized learning plan for each student so that students will be successful at working on their instructional level. Our data driven instruction will include English Language Arts, Math, Science and Social Studies. Technology will be used by teachers to provide instruction and used by students to reinforce learning and to meet their individual needs. Teachers will engage their students at learning centers within the classroom, small student group discussions and projects, teacher led small group instruction, pull-outs by resource teachers, educational technicians and Title I teachers, and by daily instruction for Tier II and Tier III student with the Success Maker program. The first grade will also have intervention by Reading Recovery Teachers. ELA teachers in grade K-6 will use the Guided Reading Library/Program. We will implement the Instructional Learning Cycle 4 times per year. Within this cycle grade level teams will use research based strategies on a specific area of concern which will be determined by assessment data, discuss strategies for differentiated instruction, engage students in daily activities and reinforcement of the designated targeted area, engage in the systematic collection and analysis of data in 4 to 6 week intervals and have honest and open discuss on results.

State what data were used to identify these ideas.

The Leadership Team, The School Improvement Team, Grade Level Teams and Committees looked at what Gompers did when we were successful. We used the Comer model of team work based on collaboration, communication and consensus. We used a team approach to analyzing data and forming specific targets to drive instruction. This year, through the analysis of MEAP Scores, STAR Reading and STAR Math, Dynamic Indicators of Basic Literacy Skills (DIBELS), we determined that the majority of our students are performing below proficiency. Our data shows that our students are 2 to 3 years behind grade level. Reading scores decreased by 19% in grades 3-5 in 2011- 2012. Reading scores in grades 6- 8 for 2012 are at 24.2% proficiency. Math scores decreased by 30% proficiency in grades 3-5 in 2011-2012. Math scores in grades 6-8 for 2012 indicate that 96% of the students have not demonstrated proficiency. Our overall school percentile rank for the state is 2. Our Math proficiency average for 2 years is at 18%. The improvement (PLC) Z score is -4.5880. Our Reading proficiency average for 2 years is 52%.2 The improvement (PLC) Z score is -4.5495. In addition to this data we'll use the District Measures of Academic Progress (MAP) assessment results and teacher created formative assessments to analyze individual performance and to plan Individualized Learning Plans for each student with which we will differentiate instruction. By using the Comer Comprehensive Reform Model, it is imperative that we meet in Grade level Teams and Core Subject Teams to analyze Assessment Data and pinpoint specific common core standards that have not been mastered. The teachers will formulate a targeted list based on Data results and then use this data to drive instruction. The identified common core standards will be written into weekly lesson plans. The teachers will create formative assessments to indicate whether the standards on the targeted list have been met. The data that we receive from STAR Reading and STAR Math allows the teachers to work with each student at the grade level identified after the STAR testing. The Accelerated Reader and Accelerated Math programs also allows the students to practice at their identified grade level which will enable them to advance to the next level. The Dynamic Indicators of Basic Literacy Skills (DIBELS) identify whether students are below, at or above grade level. Through the use of this data, teachers will be able to formulate an individualized learning plan for each student, and monitor student performance. Data walls will be created in each classroom to monitor student performance and to visually indicate to each student areas that need improvement. Teachers will also form Supplemental math and Reading Groups based on student needs. They will utilize the Guided Reading Library based on the student's lexile scores, Educational Technicians will utilize the Success Maker Program for students in Tiers II and III.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

Principal: Bobbie Posey-Milner

The District will align the principal selection process for Priority Schools to the "two- year rule."

High impact school leaders are one of the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning.

Turnaround/Transformation school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools. That being said, the District will take the following action steps to ensure each Priority Schools are assigned a high-impact turnaround/transformation leader:

The District will conduct individual principal performance reviews to:

Assess each principal's performance relative to expected outcomes

Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning

Determine professional growth needs and required district support

Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building

Promote personal self-reflection and continuous professional learning

Determine which principals meet the core requirements of a turnaround/transformation leader

In preparation for each performance conference, each principal will be required to prepare to discuss and bring supporting evidence in reference to the requirements listed below:

Describe the work that has been done to support improved teacher instructional practice.

Describe the work that has been done to improve learning for all students. (ELL, special needs students, etc.) Describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning. Describe how monetary, human, and community resources are maximized to support whole school improvement. Describe how the principal engages parents and community members in efforts to improve student achievement.

Resume:

Bobbie Posey Milner, Principal

EDUCATIONAL TRAINING & CREDENTIALS

Aspiring Principals Academy, Detroit Public Schools, 2006

Administration Certification Classes, Eastern Michigan University, 2002

Professional License Counselor, State of Michigan, September 1993

Masters of Arts, Guidance and Counseling, Wayne State University, May 1990

Bachelor of Science, Elementary Education, Wayne State University, May 1980

ADMINISTRATIVE EXPERIENCE

July 2011 - Present Principal, Opened The New Gompers Elementary Middle

School, merging Gompers Elementary School, Vetal Elementary/Middle School and Harding Elementary School

SY 2012-2013

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Gompers Elementary-Middle School

Started Saturday School Partnership with Yes Foundation for Second Grade

Students.

Implemented beginning Safety Patrol Program with Partnership with AAA

July 2007 - June 2011 Principal, Gompers Elementary School

Awarded Skillman High Performing School Grant for \$100,000.00

Installation of 5 Interactive Boards in classrooms

Elementary Basketball, Cheer, and Track Teams

Increased Parental Involvement

Schoolwide Spelling and Math Bees

Theater Productions "Annie, Motown, and High School Musical)

Robotics

Shortcut to Saturday and VIP After school programs

College Bound Honors Program

Chess Club

Battle of the Books

July 2006 - June 2007 Principal, Healy International Academy

Installation of Accelerated Reading/Library Lab

Skillman Foundation Ready Schools Project

Elementary Basketball and Cheer Teams

Chess Club

Brightmoor Community Young Writers Fair Skillman Foundation Ready Schools Project

Artists In Residency Program

Schoolwide Spelling and Math Bees

March - June 2006 Acting Principal, Hancock Alternative School

August 2005 - March 2006 Acting Principal, Gompers Elementary School

Administrated \$100,000 Skillman Foundation Good Schools Grant

Installation of Computer Lab

Installation of Technology in Classrooms

Fall 2005 Assistant Principal, assigned to Deputy Chief Academic Officer, Dr. Ann Smith

Summer 2005 Assistant Principal working with DPS/PMT Project Advantage -Closing Schools

March 2005 - June 2005 Acting Principal, Bellevue Elementary School (Closing School)

2003 - 2004 Assistant Principal, assigned to Executive Director, Mr. Stanley Allen

2004 - 2005 Assistant Principal, assigned to Deputy Chief Academic Officer, Dr. Ann Smith,

2002 - 2003 Assistant Principal, Barton Elementary School

TEACHING EXPERIENCE

1991 - 2002 and Fall of 2003 Guidance Counselor, Mann Learning Community

Student Council

Parent Volunteer Program

Library On Wheels Program

Book Fairs

Career Day

Grant Writing Committee

School Improvement Team

1988 - 1991 First Grade Teacher, Bethune Elementary

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1987 - 1988 First and Second Grade Split Teacher, McFarlane Elementary
1985 - 1987 Second Grade Teacher, Bethune Elementary
1980 - 1985 Substitute Teacher, Detroit Board of Education

AFFILIATIONS AND AWARDS

Implementation of Safety Patrol at Gompers Elementary Middle School 2012 with Partnership with AAA - Channel 2 and 7, Detroit News
Sweet Dreamzzz Program PreK-5 (Each child received a sleeping bag)

Skillman Foundation High Performance School - 2008

Phi Delta Kappa

Wayne State University, College of Education Alumni

1999 - Present General Superintendent of Sunday School, Dexter Avenue Baptist Church

1984 - 2003 Director of Vacation Bible School, Dexter Avenue Baptist Church

1996Booker T. Washington Outstanding Educator Award

1986WDIV Outstanding Teacher Award

1988 Area B Outstanding Teacher Award

2001 Target Teacher Scholarship

1999 Target Teac

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates. Gompers chooses to use operational flexibility with its staffing by adding additional staff to enhance student achievement, i.e. instructional specialist, and educational technologists and a Title I teacher. We will use funds for summer school and after school programs. In conjunction with the Yes Foundation, a community organization, funds are used to provide reading programs and books for children. We also purchase teacher supplies, testing supplies, and technology equipment. We use funds to provide off-site educational outings and experiences for all our students which are curriculum based. State, National and local curriculum based professional development is made possible through a flexible budget. Students may choose a class of their choice in Project Based Learning. They also have a variety of non-core classes which include Music, Art, Physical education and Creative Writing. Supplemental Reading and Math time has been included in the student schedule to further support student achievement. The district has provided a Guided Reading Program and on-site training for ELA teachers.

Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

The school will measure the effectiveness of the principal and staff by the use of Teacher, Parent, Student, Community, and other stakeholder Perception Surveys that target school goals. Also, the teacher's personal plans that target identified goals will all be included as measures of effectiveness. District required performance reviews will also be a part of this process. Team leadership, including professional

development of self and others, analytical and conceptual thinking, willingness to go beyond conventional duties are further ways the school will measure the effectiveness of the principal and staff. Observations of the classroom teachers are made by the Instructional Specialist and Administration for the purpose of enhancing instruction for the teaching and learning process, and also, mentoring and coaching teachers. The Administration initially observes the teachers, discusses instructional strategies and classroom management with the teacher and gives feedback for future evaluations. Instructional Specialists are also brought in from the district for those teachers that need additional support in core subjects. Teachers also observe other teachers that have been recommended by the Leadership Team for the purpose of enhancing instructional and classroom management strategies. Evaluations are completed by the Administration. Teachers are also encouraged to attend professional development including the use PD/360 which will be used as part of their final evaluation. They are encouraged to comment on practices that they have learned and to communicate with co-workers. Detroit Public Schools will weight a teacher's evaluation as 60% of the total teacher evaluation score. Detroit Public Schools will weight appropriate standardized assessments as 25% of a teacher's evaluation score. MEAP scores will be tracked for each student each year and for teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess improvement over previous years. Those teachers whose students consistently improve in standardized assessments will be rated favorably; those teachers whose students consistently do not improve will be rated unfavorably.

Principal Evaluation Tool/Process: In January, 2013, the District will begin the work of improving the existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by: creating a shared vision of effective leadership, providing meaningful feedback to principals that support the refinement of their work, providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan, creating a system of accountability. In addition, the District principals' employment agreements and compensation structure is to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Salary step advancements and annual performance reviews include: Achieving prescribed student performance targets; management of budget - general purpose, school-based and federal; student attendance goals; suspension/expulsion goals; thoughtful implementation of program recommendations as a result of school diagnostic reviews; satisfactory completion and implementation of SIP academic plans; participation and engagement in prescribed professional development opportunities and to establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

Timeline for 2013-2014 Evaluation Implementation:

August 1, 2013 to September 1, 2013 - Review of School Improvement Plans and Updating School Improvement Goals

September 1, 2013 - Principals submitted School Improvement Goals (The goals set in the School Improvement or Reform/Redesign plans are the basis of the indicators used in the administrator evaluation tool used in Detroit Public Schools.)

October to December 2013 - Review Collection of Data (Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data)

January to February 2014 - Mid Year Review and Collection of Feedback (Principals will meet with their supervisors to review the school improvement goals. They will also have an opportunity to provide feedback on the process for providing progress, evidence, and artifacts towards meeting their goals.)

March to May 2014 - Review of Data Collection (Principals will continue to review assessment, School Improvement Progress, attendance rates, and Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data. Monthly meetings will be held with Assistant Superintendents to analyze the data collected. Verbal and written feedback will be provided to the principals on the data collected which will include recommendations for any areas of concern.)

June 2014 - Final Summative Evaluation Conducted

Final Summative Evaluation will consist of the following measures:

- 1) Continuous Improvement Practices - An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- 2) Instructional Leadership - An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 3) Managerial Leadership - An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- 4) Organizational Leadership - An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.
- 5) Professional Ethics - An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Detroit Public Schools will continue to update the Administrative Evaluation Tool as recommendations are provided by the MCEE.

Specify how the school will screen all existing staff and rehire no more than 50 percent.

Gompers Elementary Middle School screened teachers through the interview process for the 2012-2013 school year. Every teacher had to be interviewed at the district level in addition to the building level. Members of the Gompers interview team included the Principal, Assistant Principal, Literacy Specialist, Union Representative, and the School Improvement Chairperson. Each member of the team scored each candidate on their responses to pertinent questions related to core subject areas, classroom management and technology integration. Candidates were scored on their responses to how they integrate differentiated instruction, creativity within the classroom, connecting lessons to the real world, and use of positive reinforcement. Teachers were expected to answer the following question which would indicate their knowledge and awareness of the importance of using data: How do you show your students where they are, where they need to be and how they are going to get there? Candidates were also evaluated on attendance, willingness to extend their knowledge and expertise beyond the normal school day, and their involvement in professional development. Existing staff were also observed and rated on effective execution of daily lessons, and classroom management. The district used an evaluative tool which rated teachers as ineffective, minimally effective, effective and highly effective. Only teachers that were rated effective or highly effective were considered for positions at Gompers. This led to a 50% turnover in instructional staff. 23 out of 46 instructional staff was retained. During the current year, teachers will be observed by the Principal and Assistant Principal as to their instructional effectiveness and classroom management. The Administration uses PD/360 to report back to the teachers so that teachers can get immediate feedback and view instructional preferences. Teachers are expected to seek professional development; keep data on all students; use data to drive instruction; integrate technology within classroom instruction and differentiate instruction so that all students will achieve. Each screening will also include finger printing (as required by law), and a physical exam (including drug tests.)

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

Gompers Elementary Middle School will work in conjunction with the Detroit Public Schools (DPS) Talent Acquisition Department (TAD) in the development of promotional opportunities and career growth as well as enhancing flexible work arrangements to meet the needs of staff. DPS has strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants. Job fairs, presentations at teacher training institutions and regional meetings are typical. Turnaround Schools with support from TAD will enhance its University partnerships and expand upon its community based relationships for the purpose of sourcing

highly effective teaching staff.

In addition Gompers will implement in-house strategies for promotion and career growth by providing opportunities for leadership by participating on the School Improvement Team. Staff members may organize and lead Professional Development for their grade level, a core subject area or for the entire staff at our weekly staff meetings. Staff members are expected to either chair or participate at grade level or committee meetings.

Instructional Specialists participate in District monthly meetings and in turn train the staff. All staff will engage in individual professional development through such avenues as PD 360.

Additionally, Gompers works in conjunction with State and Detroit area universities and is designed to attract pre-service teachers by offering support through the final phase of the traditional teacher certification process. They are led and mentored by highly effective cooperating teachers. Interns are openly welcome and immersed in the involvement of building level activities at grade level meeting and committee meetings. We have a lead teacher for each grade level who will mentor incoming teachers. New staff members are asked to sit on a committee and are included in all functions and are given the opportunity to strengthen instructional strategies through professional development, observation of lead teacher, PD/360, district, local, and state professional development opportunities.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Our on-going Professional Development plan is based on the Comer model of collaboration, communication and consensus. All staff will be trained in the Comer Comprehensive School Reform model (CSR) within three years.

The Leadership Team meets weekly. Discussion on where and when Professional development is needed is discussed. Key teachers and staff are designated to attend state and national conferences. They will provide turn-key training for teachers. Data is discussed by the ELA and Math Specialists and in-house professional development is planned.

A School Improvement Team meeting is held at least six times per year where we may monitor and adjust the School Improvement plan, discuss data and strategies that need to be implemented.

The School Improvement Chairperson has provided Professional Development on the Gompers Instructional Model, the Instructional Learning Cycle, the Reform Plan and the School Improvement Plan.

Review of these plans will be conducted yearly. The School Improvement Chairperson and the School Improvement Secretary attend the monthly district school improvement meetings.

Imbedded within the Comer model are provisions for Professional Learning Committees. Grade level teachers meet weekly to discuss strategies, data, best practices, and integration of technology. They collaboratively plan the Instructional Learning Cycles. Meeting times are imbedded in their schedules. The ELA or Math Instructional Specialists and turn-key teachers may also use this designated time for professional development.

Teachers also attend weekly core-content committee meetings. One teacher from each grade level attends either ELA, Math, and Science or Social Studies. They also discuss strategies, data, best practices, and integration of technology. They report back at their grade level meetings. The lead teacher in each of the core content areas also attend the monthly district professional development for that subject. Committees also provide turn-key professional development for the entire staff.

ELA and Math Instructional Specialist provide professional development for all staff. They also recommend professional development opportunities that target the professional development plan and provide assistance to classroom teachers. They ensure that teachers complete required student testing and use data to drive instruction. The Instructional Specialists provide professional development on differentiated instruction such as the Guided Reading Library Program, Accelerated Math, and the development of the Individual Learning Plan. Our Instructional Specialists mentor new teachers to the building and those who need additional help in implementing curriculum and best instructional practices. They also provide content area professional development for teachers who need additional help with integration of technology into core subjects. They demonstrate uses of technology within the classroom to promote student achievement.

Teachers engage in Professional Development targeting district level goals and on-line professional development through PD360. Teachers keep a log of all professional development. Teachers attend Train the Trainers professional development and train staff on the committee level, grade level or whole school. All professional development will be aligned with goals set forth through the School Improvement Plan.

Teachers that are new to Gompers will be indoctrinated into the Comer philosophy: Meeting the needs of the whole child through the six

developmental pathways: cognitive-intellectual, physical, social-interactive, speech and language, moral, and psycho emotional and following the process of communication, collaboration and consensus.

By the end of a three year period, we intend to have all staff thoroughly indoctrinated into the Comer Philosophy and have all staff effectively implement Differentiated Instruction to all our students.

Through the MDE Statewide system of support our staff will engage in professional data dialogue protocol.

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

The District has created an Office of school Turnaround which includes the following staff:

An Assistant Superintendent assigned to the Office of School Turnaround-The Assistant Superintendents are responsible for the coordination of all priority school support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition the Assistant Superintendent will be responsible for monitoring the effectiveness of the level and type of support provided by external support.

Priority School Coaches - Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Designated individuals in the Office of Grant Compliance and the Office of Procurement and Logistics to assist schools in aligning resources to support school improvement initiatives

Detroit Public Schools will provide extensive monitoring. Five Reform/ Redesign Monitors will monitor the implementation of 6-7 schools. The Reform/ Redesign Monitors will utilize a tiered approach to monitoring. This includes:

- ¢ Frequent Site Visits

- ¢ Required Data Reporting

- ¢ Formal Quarterly Benchmark Meetings

The monitors will evaluate local progress and provide guidance to the district level in meeting the student achievement goals and the selected intervention models. Monitors will submit monthly reports to the Office of School Turnaround detailing the school's efforts and progress. Feedback will be utilized to guide the level of professional development and type of technical support based on the school data.

Detroit Public Schools will continue to seek the support offered through Michigan Statewide System of Support and School Reform Office
February, 2013 - Detroit Public Schools will align current DPS administrator evaluation tool to domains mandated by MDE and developed by our internal team.

February 2013 to April 2013 - DPS will develop a rubric for all domains of the evaluation tool utilizing the evaluation scale mandated by MDE.

May 2013 - DPS Legal Council will vet the evaluation tool for inclusion in 2013-14 school administrator contracts.

June 2013 to July 2013 - Detroit Public Schools will provide school administrators with professional development pertaining to the new evaluation tool.

August 1 - Detroit Public Schools will fully implement the administrator evaluation tool.

At Gompers Elementary Middle School our governance team consists of the Principal as head of the entire school. The Middle School is led by Mr. Walker, the assistant Principal. He is assisted by Mr. Evans, the middle school counselor and by Ms. Tillman, Instructional Specialist.

The Elementary Wing is lead by Ms. Junior, Instructional Specialist and assisted by Mrs. Williams, counselor and Mr. Winston, Instructional Specialist. The staff is aware of the people that the administration has put in place in the elementary and middle school to assist with the building turnaround process. Another driving force of the school governance process is the leadership team that consists of administration and representatives from ELA and Middle school. The purpose is to discuss the implementation of school and district mandates, academics, to keep school organized and running smoothly and to make decisions in the best interest of children. The team meets on weekly basis on Mondays at 10:00 a.m

Detail how the use of data will identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

Through the use of a detailed data analysis, the Gompers staff has identified and implemented an instructional program that is research-based and aligned from one grade to the next and is also aligned with state standards. The staff collaboratively reviewed reliable data from the assessment tools mandated by the district, specifically, MEAP, MI-Access, English Language Proficiency Assessment (ELPA), Measures of Academic Progress (MAP), STAR Reading and STAR Math, Dynamic Indicators of Basic Literacy Skills (DIBELS), TRC, Accelerated Reader and Accelerated Math. Gompers Elementary Middle School MEAP Reading scores decreased by 19% in grades 3-5 in 2011- 2012. Reading scores in grades 6- 8 for 2012 are at 24.2% proficiency. This is the first year that Gompers has had a middle school therefore; they were no scores for 2011 with which to compare. Math scores decreased by 30% proficiency in grades 3-5 in 2011-2012. Math scores in grades 6-8 for 2012 indicate that 96% of the students have not demonstrated proficiency. Our overall school percentile rank for the state is 2. Our Math 2 year average % proficient is 18.1254. The improvement (PLC) Z score is -4.5880. Our Reading 2 year average % proficient is 52.6507. The improvement (PLC) Z score is -4.5495. Further analysis of Science and Social Studies indicated that 99% of our students are not proficient in these two subject areas. This data indicates the need for a rigorous instructional program delivered with fidelity in Math and Reading, Science and Social Studies. Data will continually be analyzed throughout each year to determine if our instructional program is on target. The use of data is vital to differentiated instruction, one of our main focuses in our Gompers Instruction Model. Through this we determined which tier a student is in, if they have increased, decreased or maintained their level of proficiency. By analyzing data, teachers are able to measure and monitor student growth and adjust instruction. For example, the skills taught should be slightly at or above the child's instructional level. The STAR Reading and MATH data reports the zone of proximal development (ZPD) which is the range where learning takes place. Differentiated Instruction is supported through Tomlinson, C.A. (2000) How to Differentiate Instruction in Mixed-Ability Classrooms. Differentiated instruction is a process that positively impacts learning when teachers provide instruction to students that have different ranges of instructional levels. This is integrated within our Gompers Instructional Model which are: 1.) Clear Instructional Goals - the students know what is expected of them. 2.) Frequent Formative Assessment -teachers know how their students are doing. 3.) Tracking Progress - using data to make adjustments in instruction. 4.) Timely Intervention - Individual Learning Plans are in place. 5.) Celebration of Success. The staff will meet in vertical teams each quarter by subject area and grade level to discuss the data and causes for low performance. They will explore the root causes for low performance which include the physical, human and organizational elements that teachers can change. By using data to drive instructional decisions will result in significant and rapid increases in student academic proficiency.

Our Three year sequence for improving instruction in all content areas is as follows:

2013-2014 and beyond: Elements that are fully implemented and will continue in future years and are part of the Comer Reform Model of collaboration, consensus and communication include weekly Leadership Team meetings; weekly staff meetings; Imbedded Professional Development; weekly grade level meetings; weekly content area meetings; turn-key professional development and bi-monthly School Improvement Team Meetings as evidenced by agendas, sign-in sheets and minutes. Data dialogue that includes identifying students and grouping in tiers has been fully implemented. Item analysis of the MEAP by all teachers has also been fully implemented.

2013-2014: 1. Cross (horizontal) Grade Level Meetings have begun this year. We have identified 10 focus areas for each content area and

have communicated with the grade level before and after (vertical). Teachers know critical areas that their students need to master before moving on to the next grade level.

2. Train the Trainer and turn-key professional development has been implemented by ELA and MATH Instructional specialists. Within the Math Department, we have instituted special programs, such as Academic Games, STEM and a program called MDOT where students construct bridges. These programs will promote higher order thinking skills and boost student scores.
3. Accelerated Math has been fully implemented in grade 4, partially implanted in grades K-3 and not yet implemented in grades 5-8. Training has taken place for all grade levels. We are addressing issues of scheduling. 10 computers have been ordered for this year for the computer lab.
4. Flexible Grouping and Center Based Learning are being encouraged and are expected to be written into lesson plans and implemented and will be monitored by the Principal and Assistant Principal.
5. Four Instructional Learning Cycles have been planned and are implemented by all teachers for this year based on MAP data. The SIT team decided on four strategies to use with each cycle: Identifying Similarities and Differences, Cooperative Learning, Inquiry based Learning and Summarizing and Note-Taking.
6. The SuccessMaker program for Tier III and Tier II students in Math and Reading is being finalized and approved by the district for our school.
7. Two lead teachers are being trained in the MONDO oral language program and will in turn train teachers in grades K-3.
8. Guided Reading Professional Development has been provided for teachers in K-6. Each class is to have one guided reading group subsequent to training.
9. During the extended year, the teachers in K-5 will specialize in specific subject areas. This will be our pilot program for the upcoming years where teachers are going to teach either Language Arts and Social Studies or Math and Science.
10. Inquiry based learning will be implemented in Science and Social Studies, in all grades and continue in the upcoming years. Hands on Science experiments, DAPCEP, Science Fair projects, Project based learning, are programs that have begun this year and will continue in the upcoming years.

2014-2015 1. Cross Grade Level Meetings will be held quarterly, focusing on one content area per meeting. The Math Instructional Specialist will monitor and make sure that all 3rd graders know their multiplication facts before moving on to 4th grade as it was determined by teachers in the higher grades that students have not mastered this basic math using Accelerated Math, Math Facts in a Flash, SuccessMaker and drills.

2. Train the Trainer and turn-key professional development will be implemented by Math and ELA Instructional Specialists and Lead teachers in all content areas. Academic Games, STEM, and MDOT will continue and promote higher order thinking skills.
3. Accelerated Math will be fully implemented in all grades. 10 computers will be added to the computer lab.
4. Flexible Grouping and Center Based Learning will be implemented in all grades and all subject areas, written into lesson plans and monitored. Teachers that are not comfortable with Center Based or Flexible Groups will be expected to seek professional development.
5. Four Instructional Learning Cycles, one in each quarter and based on MAP data will be implemented with fidelity at all grade levels. Data will be analyzed at the end of each cycle.
6. The SuccessMaker program for Tier III and Tier II students in Math and Reading will be implemented. Training for teachers and Educational Technicians will take place at the beginning of the year and Tier II and Tier III students will be indoctrinated into the program. We expect the program to be fully implemented by the end of this school year.
7. With support by the Instructional Specialist and the two lead teachers, the MONDO oral language program will begin implementation in grades K-3.
8. The Guided Reading Program will be fully implemented in grades K-6 within the literary block. This will include Tier I, II and III students.
9. Teachers in grades K-5 will departmentalize and become masters at teaching their specific subject area(s). They will seek professional development on the local, state and national levels.
10. Inquiry based learning will be implemented in all subject areas, in all grades. Hands on Science experiments, DAPCEP, Science Fair

projects, Project based learning, and technology will continue to enhance our curriculum. All teachers will seek professional development in inquiry based learning.

2015-2016 1. Cross Grade Level Meetings will be held quarterly, focusing on one content area per meeting.

2. Train the Trainer and turn-key professional development will be implemented by all staff in their content area of expertise. Academic Games, STEM, and a program called MDOT will promote higher order thinking skills.

3. Accelerated Math will be fully implemented in all grades. Fully implemented means it is used with fidelity 3 times per week. 10 computers will be added to the computer lab.

4. Flexible Grouping and Center Based Learning will be implemented in all grades, written into lesson plans and monitored.

5. Four Instructional Learning Cycles based on MAP data will be implemented with fidelity at all grade levels. Data will be analyzed at the end of each cycle.

6. The SuccessMaker program for Tier III and Tier II students in Math and Reading will be fully implemented. Data will be collected and analyzed.

7. The MONDO oral language program will be fully implemented in grades K-3.

8. The Guided Reading Program will continue with full implementation.

9. Teachers in grades K-5 will departmentalize and become masters at teaching their specific subject area(s).

They will seek professional development on the local, state and national levels.

10. Inquiry based learning will be implemented in all subject areas, in all grades. Hands on Science experiments, DAPCEP, Science Fair projects, Project based learning, and technology will continue to enhance our curriculum. All teachers will seek professional development in inquiry based learning.

The text books that we use to enhance instruction in Reading and Math are fully aligned with common core. The Science and Social Studies texts are aligned with the Michigan Grade Level Expectations

Describe how the school will promote the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

An annual training schedule will be developed where there will be discussion on the Gompers Instructional Learning Model in which one of the key components is differentiating instruction. Instructional Specialists will provide professional development for teachers on how to differentiate instruction for students who are grouped according to the RIT Scale Data from the (MAP) Measures of Academic Performance Assessment. They will also show teachers how to create a formative assessment using Data Director, Accelerated Reading and Math, and Computer Performance System (Clickers/ Response Pads) so that students and teachers can receive immediate feedback after a lesson. Professional Development will be provided for all Kindergarten through 6th grade ELA teachers on the Guided Reading Program and how to match the material with the student's lexile scores.

The Standardized MEAP Data is discussed and analyzed and teachers record their grade level targeted areas. The reports are used for the Grade Level Teams to map out instructional strategies. The Gompers Staff will look at data all year to compare student achievement. We have created a data room where all student data will be displayed and compared. A Data wall is kept in the main hallway for the entire school which shows progression for each grade level. Grade level teams also analyze data three times a year from the Measures of Academic Progress (MAP). Teachers in grades Kindergarten through 5th grade use the Dynamic Indicators of Basic Literacy Skills (DIBELS),

Test and Reading Comprehension Data (TRC), STAR Reading and STAR Math data, Accelerated Reader and Accelerated Math on a continuous basis to monitor student growth and to discern where each student needs growth. Teachers in grades K- 2 also will focus on MEAP and MAP data as they construct lessons based on targeted GLCES. Teachers will develop individual learning plans for each student based on the information gleaned from each of these reports.

We will identify where specific GAPS are occurring. We will be able to identify continuous problems in each grade level and implement preventions and interventions, which will allow us to provide lessons at each student's instructional level.

Reading: Data walls are kept in each room so that students have a visual aid to show them where their goals should be. At the elementary level teachers group students based on ability levels which are determined by student performance on DIBELS and TRC. Teachers will work with one group while the other students have workshop time or move to different stations within the classroom. As students are retested, the results are shared with the students so that they may see their progress. Also, all students in both elementary and middle school participate in the Accelerated Reading program where they read books based on their ZPD - Zone of proximal development. They are able to read these books independently and then take a computer based test on each. The STAR Reading assessment which determines their ZPD is taken three times per year. Daily Supplemental Reading time is scheduled into the middle school schedule.

Math: Data walls are also displayed on MEAP Math results, MAP Benchmark results, and the STAR Math assessments which are given three times a year. The Accelerated Math program is incorporated into the double block of Math. (100 minutes per day). This program allows the teacher and student to set individual goals and develop Math practices based on student weaknesses. Supplemental Math periods are also scheduled daily in the middle school.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

Instructional time per teacher, per school week, has been increased by 200 minutes. 50 minutes was added to each Fridayof the school year. The teacher preparation periods were decreased by 150 minutes per week. By increasing our time on Friday we were able to add a 50 minute project based learning enrichment time. Enrichment activities through Project Based Learning supports instructional learning activities in all core subjects, and connects to community partners' engagement. Teachers maximize their classroom time by including differentiated instruction which allows students to work at their identified instructional level. Management of time is used efficiently and effectively by engaging students in meaningful workshop activities while the teacher works with small groups or assesses students individually. Supplemental Math and Reading time has been built into the middle school schedule which allows teachers to meet with smaller groups of students that are struggling in the core academic areas. Through Individual Learning Plans students receive individualized instruction Teacher collaboration time has been increased. Teachers meet every Wednesday from 3 p.m. to 5 p.m. During this time we will have whole staff meetings followed by professional development or committee meetings. Teachers also meet weekly with times imbedded in their schedules. The Detroit Public School year will be extended by 4 weeks. The following shows the end of year calendar before and after the extended school year was added.

- June , 2013
- June 7th - Kindergarten Honors Program
 - June 10th - 8th grade promotion/ PreK Honors
 - June 11th - 5th - 7th grades Honors Program
 - June 12th - 1st - 4th grades Honors Program
 - June 13th - Last Day for Students, Report Cards

- JULY, 2013
- July 5th - Kindergarten Honors Program
 - July 8th - 8th grade promotion/ PreK Honors
 - July 9th - 5th - 7th grades Honors Program
 - July 10th - 1st - 4th grades Honors Program
 - July 12th - Last Day for Students, Report Cards

The following tables indicate the changes in the school's schedule to allot for longer class periods and for the longer school week. There is no longer an early dismissal on Friday.

Gompers Bell Schedule 2011-12										
Period	H.R.	1	2	3	4	5	6	7	8	9
Mon-Thu.	8:15	8:40	9:25	10:10	10:55	11:40	12:25	1:10	1:55	2:40
Friday	8:15.	8:40	9:20	10:00	10:40	11:20	12:00	12:40	1:20	2:00
Mon- Fri Dismissal 3:25 Friday dismissal 2:40										

Gompers Bell Schedule 2012-2014									
Period	H.R.	1	2	3	4	5	6	7	8
Mon-Thu.	7:30	7:50	8:40	9:30	10:20	11:15	12:10	1:00	1:50

Reform Redesign Report

Gompers Elementary-Middle School

The following example of a teacher's schedule indicates the addition of 150 minutes Instructional time per teacher. Supplemental Reading and Math Instructional time has been built into the schedule.

7th and 8th Grade Math

Period	MON	TUES	WED	THURS	FRI
1 & 2	8A/Algebra	8A/Algebra	8A/Algebra	8A/Algebra	8A/Algebra
3 & 4	8B/Algebra	8B/Algebra	8B/Algebra	8B/Algebra	8B/Algebra
5	Committee Mtg.	8A/SM	8A/SM	Prep	PREP
7 & 8	7A/Math	7A/Math	7A/Math	7A/Math	7A/Math

SM- Supplemental Math/Reading are held during the 2nd hour of Algebra or Math (Lunch - Period 6)

The following is an example of a student's schedule which indicates the hours spent in core subject areas, electives and supplemental classes.

Period	MON	TUES	WED	THURS	FRI
1 & 2	Math	Math	Math	Math	Math
3	P.E.	ELA	ELA	Music	Music
4	ELA	ELA	ELA	ELA	ELA
5	ELA	CW/SM/SR	CW/SM/SR	ELA	ELA
7	SCI	SCI	SCI	SCI	SCI
8	SS	SS	SS	SS	PBL

P.E. - Phys.Edu ELA - English Lang.Arts CW - Creative Writing SM - Supplemental Math SR - Sup. Rdg

Detail how the school will provide appropriate social, emotional and community services that support students.

Gompers provides an array of social, emotional and community services that support the students.

We have two Counselors, a Social Worker, a school nurse and a psychologist who support all students.

We are a Community Based School and have many programs within the building. Developmental Centers Inc. is housed in our building.

They are a group of social workers which help meet the needs of families. They provide outreach social and emotional support and psychological services for families, connecting them to family resources.

We work with the Attendance Officer to identify the students who are homeless through the McKinney -Vento Act to provide them with the services that they need.

We have a program called "Reading Dads" where volunteer fathers, grandfathers, uncles or other men come into the classrooms and read to the students.

Generation with Promise is another social service that works with students and teaches them about nutritional needs.

We'll have a licensed school nurse who will provide direct medical service to the students.

We partner with Churches and businesses throughout Burns/Brightmoor Community and the Detroit Metropolitan area.

Math Core Program provides Gompers with a Wayne State Volunteer who supports students with math concepts.

We offer the 21st Century After School Program which includes drill team,

GM World in Motion program teaches 5th graders engineering skills.

Our annual MEAP Reward Dance allows us to demonstrate to students how appropriate social behavior is displayed.

We have a group of Middle school students called "Gentlemen of Promise" who display proper behavior, manners and dress and serve the school in various capacities. We are working on implementing a Young Ladies of Promise program.

Our support staff, the Resource Coordinating Team (RCT) meets twice a month.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<p>The District has developed new evaluation processes for teachers and school leaders that is based on the following: a set of professional standards that define effective teaching and leadership; student achievement outcomes; continuous improvement and accountability.</p> <p>These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes.</p> <p><u>Attachment:</u></p>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<p>In addition to the attached professional development calendar, teachers, administrators, and educational specialists also attend the District and Wayne RESA workshops. Those that attend professional development share their knowledge with the staff at teacher meetings, grade level meeting or curriculum committee meetings. All staff are expected to attend professional development in the areas that they teach.</p> <p><u>Attachment:</u></p>

Reform Redesign Report

Gompers Elementary-Middle School

<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	Yes	<p>Our school week has increased by 200 hours. We extend our school day for tutoring on Mondays, Tuesdays and Thursdays from 2:40 until 5:30p.m. for students that need extra help in core subjects. This is in addition to the 21st century after school program which runs all year on Monday-Thursday from 2:40 until 6 p.m. Attached is our regular day school schedule which indicates supplemental reading and math times and Project Based Learning..Teacher collaboration schedule is included in the Teacher Collaboration section.</p> <p><u>Attachment:</u></p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	Yes	<p>The attached file includes our K-8 Friday enrichment programs. In addition to these programs we also offer enrichment throughout the year: African American Street Fair (PreK-8), Martin Luther King Program (PreK-8), Service Projects (K-8), Holiday Music Programs(preK-8), a Science and Writing Fair(K-8), a Spelling Bee and Math Bee. (3-8)</p> <p><u>Attachment:</u></p>
<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	Yes	<p>All Teachers collaborate, plan and engage in professional development at Grade level meetings which are held monthly. Many teachers use their lunch time or common prep periods to meet.The teachers also sit on Core Subject Area Committee meetings which are also held monthly. In addition, a core group of staff serve on the School Improvement Team. (School Improvement Calendar attached.)</p> <p><u>Attachment:</u></p>

Reform Redesign Report

Gompers Elementary-Middle School

Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	see attachment <u>Attachment:</u>
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